MGT 4050 A: TOTAL QUALITY MANAGEMENT

CREDIT: 3 UNITS

USIU-A Vision Statement
"United States International University - Africa will be a premier institution of academic excellence with a global perspective."
USIU-A Mission Statement
"To promote the discovery and application of knowledge, the acquisition of skills and the development of intellect and character in a manner that prepares students to contribute professionally, effectively and ethically as citizens of a changing and increasingly technological world."

1.0   COURSE DESCRIPTION
The course is a study of philosophical, conceptual and practical approaches to quality and performance excellence in organization management. It will provide practical aspects of TQM theory, an introduction to framework for developing, implementing, and continuously improving upon an organizational quality culture.
The main purpose of this course is to equip the students with knowledge, skills, and attitudes necessary for effective implementation and management of TQM in an organization.

2.1   Link to University Mission Outcomes
To that effect, the course will assist the student to achieve USIU's mission outcomes of higher order thinking, global understanding and multicultural perspective.

2.2   Link to School of Business Mission Outcomes
Further, the course will assist the student to achieve school of business mission outcomes of effective written and verbal communication skills and preparedness for career, be change oriented, team playing and initiative plus problem solving capability.
        Prerequisite: MGT 3010

2.3   LINK TO BA/IBA PROGRAM LEARNING OUTCOMES
The course is designed to realize advanced level outcomes for undergraduates in the following areas: Analyzing and using business data in making managerial decisions in international business environments, demonstrating written and verbal communication skills, identifying international business opportunities and developing viable business plans, contributing positively to society, demonstrating leadership skills and ethical behavior, interpreting legal, economic and cultural aspects of international businesses operations.

3.0   EXPECTED COURSE LEARNING OUTCOMES
The successful implementation of the course program should achieve the following results among the participants:
1. Identify key concepts- (terms, expressions, phrases and the basic principles), which are used in relation to TQM.
2. Trace the scientific and managerial context, roots and evolution of TQM.
3. Distinguish the mechanisms of the basic tools (approaches, methods, and techniques) for the practical implementation of a TQM program.
4. Employ quality management principles to institutional performance management

5. Use effective leadership and organization change system for performance excellence
6. Identify effective TQM implementation process and obstacles

4.0 COURSE CONTENT AND SCHEDULE OF LEARNING

The following is the expected schedule by which the course will be covered. It is the intention of the course teaching to implant a time and measurement attitude to participants.

4.1 Week 1 & 2: Introduction to Quality and Performance Excellence

Learning Outcome
- Provide the basic definitions of quality
- Explain the importance of quality
- Define the basic principles and elements of TQ

Topics
- Quality & Performance excellence
- TQM in the evolution of management and scientific knowledge: Predecessors and foundations.
- Definitions of Quality -Quality Dimensions, Manufacturing Versus Service Quality
- Principles and Practices of Total Quality & Performance Excellence
  (Course Text Chapter 1)

4.2 Week 3: Philosophical approaches to Quality& Performance Excellence

Learning Outcome
- Describe the philosophies of Deming, Juran, and Crosby
- Provide an overview of the Malcolm Baldrige National Quality Award and other related award programs, ISO 9000, and Six Sigma

Topics
- The 'quality gurus' (Deming, Juran and Crosby)
- International Quality Awards
  (Course Text Chapter 2)

4.3 Week 4: Leadership for Performance Excellence

Learning Outcomes
- Describe the importance of leadership for quality
- Define the role of leaders in performance excellence,
- Provide examples of leadership practices
- Compare the TQ view of leadership to several prominent leadership theories

Topics
- Perspectives of Leadership
- Roles of a Quality Leader
- Leadership Systems
- Performance Excellence and Transformational Leadership Theory

(Course Text Chapter 10)

4.4 Week 5: Tools & Techniques for Quality Design and Control

Learning Outcome
- Describe approaches to designing products and services
- Explain principles of statistical thinking as a basis for effective management

Topics
- Designing Quality Goods and Services
- Process Control
- Statistical Thinking and Process Control Tools

(Course Text Chapter 3)

4.5 Week 6: Tools & Techniques for Quality Improvement

Learning Outcomes
- Explain the philosophy and approaches to continuous improvement
- Describe systematic improvement processes
- Illustrate the application of a variety of tools for process improvement
- Show what are breakthrough improvements and the importance of creativity and innovation.

Topics
- Process Improvement
- Tools for Continuous Improvement
- Breakthrough Improvement
- Creativity and Innovation

(Course Text Chapter 4)

Week 7: MID-TERM EXAMINATION

4.6   Week 8: Competitive Advantage and Strategic Management
Learning Outcomes
- Examine the relationship between quality and profitability
- Show cost leadership, differentiation, and people as principal sources of competitive advantage
- Define the role of information in strategic planning and quality-focused decisions; and
- Describe the role of quality in strategy formulation and implementation

Topics
- Quality, Competitive Advantage and the Bottom Line
- Sources of Competitive Advantage
- Quality and Differentiation Strategies
- Strategic planning for performance excellence
- TQ and Strategic Management Theory

(Course Text Chapter 5)

4.7   Week 9: Quality in Customer-Supplier Relationships
Learning Outcomes
- Demonstrate the importance of customer-supplier relationships
- Identify the principles and practices of quality customer-supplier relationships
- Give examples of effective partnerships between customers and suppliers
- Compare a quality-focused approach to customers and suppliers to conventional organizational theories

Topics
- Customer-Supplier Relationships and Performance Excellence
- Principles of Customer-Supplier Relationships
- Practices for Dealing with Customers
- Practices for Dealing With Suppliers

(Course Text Chapter 6)

4.8   Week 10: Designing Organizations for Performance Excellence
Learning Outcomes
- Define issues related to choosing organizational structures;
- Describe the functional structure,
- Compare organizational design from a TQ point of view to more conventional perspectives

Topics
- Organization Structure
- Redesigning Organizations for Performance Excellence
- Comparison to Organization Design Theory

(Course Text Chapter 7)

4.9   Week 11: Performance Excellence and Organization Behavior: Teamwork

Learning Outcomes
- Explain the importance of teams in a quality environment
- Identify the different types of teams
- Describe some of the factors associated with the successful use of teams
- Give examples of effective teams in action
- Relate the use of quality-focused teams to organizational behavior theories

Topics
- Importance of Teams
- Types of Teams
- Cross-Functional Teams

(Course Text Chapter 8)

4.10   Week 12: Employee Engagement, Empowerment, and Motivation
Learning Outcomes
- Explain the scope of employee engagement
- Describe the importance of empowerment and principles of successful empowerment,
- Provide examples of firms practicing employee engagement
- Link engagement and empowerment to theories of motivation.

Topics
- Employee Engagement
- Employee Empowerment
- Motivation

(Course Text Chapter 9)

4.9   Week 13: Performance Excellence and Organization Change
Learning Outcomes
- Explain the importance and scope of organizational change
- Describe how organizations build a strong quality culture, sustain performance, and continually improve
- Provide some examples of firms undertaking these changes
- Show how TQ perspectives on organizational change relate to organization theory.

Topics
- The Importance of Change
- Cultural Change
- Barriers to TQ Implementation
- Sustaining Quality and Performance Excellence
- Group Project Presentation

(Course Text Chapter 11)

Week 14
FINAL EXAMINATION

5.0   TEACHING METHODOLOGY
Lectures
Case analysis and group discussions
Assignments

6.0   COURSE TEXT
James R. Evans, *Quality Management, Organization and Strategy* (South-Western, 2011)

7.0   RECOMMENDED READINGS
John S. Oakland and Les Porter, *Cases in Total Quality Management* (Oxford: Butterworth - Heinemann, 1994)
Gordon Gatis F, *Total Quality Management: A Total Quality Approach* (London Casse II, 1996)

Armand B. Feigenbaum, *Total Quality Control*, 3rd Ed. (New York: McGraw-Hill, 1995).

James R. Evans & William M. Lindsay, *The Management and Control of Quality* (Ohio: South-Western College, 2011)

Quality Digest on www.qualitydigest.com

ISO on www.iso.org

8.0   COURSE EVALUATION

The effectiveness of the course in achieving its objectives will be measured in the following manner:

Class attendance and participation	10%
Assignments	20%
Group project	20%
Mid-Term exam	20%
Final exam	30%
TOTAL	100%

9.0   USIU-A COURSE GRADING STRUCTURE

90	-	100	A	70	-	73	C
87	-	89	A-	67	-	69	C-
84	-	86	B+	64	-	66	D+
80	-	83	B	62	-	63	D
77	-	79	B-	60	-	61	D-
74	-	76	C+	59 and Below			F

10.0 CLASS ATTENDANCE, ASSIGNMENTS AND GROUP WORK

10.1 Class Attendance & Participation

Students will be evaluated on their participation in classroom discussions and attendance. They will be judged according to the following criteria:

1. Willingness to volunteer;
2. Ability to communicate orally;
3. Class attendance;
4. Listening/ Attentiveness;
5. Ability to work towards consensus;
6. Preparation;
7. Courtesy, tact, sense of humor;
8. Open mindedness;
9. Offer/ accept constructive criticism;
10. Overall energy/enthusiasm/passion.

10.2 Assignments:

Assignment 1: Personal project part 1

Assignment 2: Customer Service Processes

Group work

11.0   KEY INSTITUTIONAL ACADEMIC POLICIES

Students are encouraged to thoroughly understand the policies and requirements of the university by reading the student handbook and university catalogue. Kindly pay special attention to the following:

1. Academic dishonesty and misconduct

The code of conduct prohibits certain acts of misconduct by students enrolled at USIU-A. The following acts are examples of violations;

- Disruption of Academic Activity: disruptive behavior, willful disobedience, profanity or vulgarity, or the abuse of University personnel which continues after a warning has been given.

- Cheating on Exams: This refers to the use of any prohibited materials during exam and collusion with other persons within or without the exam room.
- Fabrication – any falsification or invention of data, citation, or other authority in an academic exercise.
- Plagiarism – any passing of another's ideas, words, or work as one's own including cyber plagiarism
- Unauthorised collaboration – collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted.

It is important each student reads thoroughly the amended Exam Regulations as posted on week 7 in the blackboard.

2. **Class Attendance**

As indicated in the catalogue, USIU-A shall closely monitor class attendance through consistent roll call during class time. All instructors shall take attendance for all classes and the components of the instruction taught through the Blackboard platform shall be monitored electronically. Each student is responsible for all academic work missed during absences. To get a grade in a course, a student must attend at least 75% of the classes in that course. At both the undergraduate and graduate levels the maximum allowable absences is seven (7) for twice a week classes, and three point five (3.5) for once a week classes. This translates to missing 25% of class contact hours. Any absences in excess of these limits, **WHETHER EXCUSED OR IN-EXCUSED**, will automatically lead to an F grade.

11.3 Personal Quality Project
<u>**Introduction**</u>
The twenty first century continues to throw tremendous challenges to institutions. As this happens, most organizations are now demanding that *employees take more responsibility for acting as the point of contact between the organization and the customer, be team players and provide high level customer service*. Research show that personal initiative combined with customer orientation has a positive impact on an organization's success and growth. Unfortunately, a large number of people in organizations believe they cannot make a personal contribution to the organization's success. Behaviors reflect the personal values and attitudes of individuals. When quality is internalized at the personal level, it enables the individual to grow and succeed, and the resultant cumulative effect is felt throughout the organization.

The concept of **"Personal Quality"** may be thought of as personal **"empowerment".** **Empowerment** can be looked at as the capacity to be endowed with authority, then exercise the said authority independently and responsibly in order to find and administer effective solutions to organization's and or personal problems, take risks, learn from mistakes and promote change.

<u>**Guidelines for Developing a Personal Quality Project**</u>
1. Initiate a personal quality improvement project and maintain and improve it through a specific time frame; three months, six months, one year…(Ten weeks for this project)
2. Let the major objective be individual benefit, rather than "a grade" or perfection:-reward consistent effort, rather than elegant precision.
3. Personal quality checklist provided below can be the starting point. Other tools and techniques may be incorporated, as one becomes more adept in TQM.
4. Eight to ten items for personal tracking and improvement should be chosen.
5. After a week's data is gathered, plot a simple graph to determine the level of "defects" encountered.
6. Share your personal checklist items and goals with your supervisor, instructor, colleague, spouse or friend. Have that person ask you about your progress every week or so. Don't be too self-critical, improvement even on one or two items is progress.
7. An intermediate progress report should be built into the process around the middle of the pilot study period. The final report should be made at the end of the period. The goal should be to make personal quality a permanent part of your personal planning and improvement process.

Example Standards for Personal Quality Checklist
- Limit phone calls to five (ten…) minutes, where possible (be specific)
- Review class notes after each class
- No more than six (ten…) hours of TV/face book per week (be specific)
- Plan by using a brief outline of what is to be accomplished weekly, to be done every Sunday
- Refer to daily plan each day
- Use stairs instead of lifts
- Follow up job contacts within 24 hours
- Return phone calls within 24 hours
- Remember names of people introduced to.
- Spend least time on routine activities; maximum 15 minutes for breakfast, 20 minutes for grooming
- Limit beer and/or cigarette consumption to 1,2,3… sticks/bottles per day/week (be specific)
- Pay all bills before their due dates
- Stick to one subject at a time while studying/discussing
- Work in the library (or other quiet place) to avoid interruptions
- In bed every night before midnight
- Limit nyama choma consumption to ½, 1, 2 kilos per week (be specific)
- Good housekeeping standards around house, office, dorm room by the end of the day
- To be honest and tell the truth always

PERSONAL QUALITY PROJECT-Term Paper

Date:
Name:
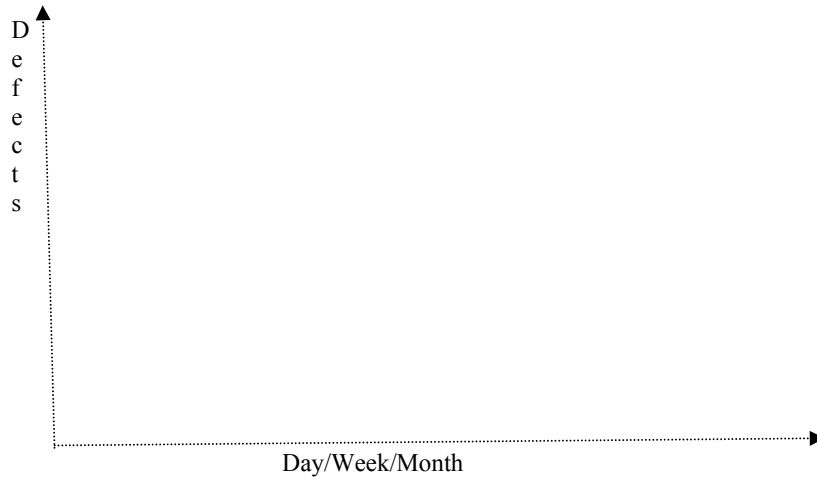
Mission Statement: (Purpose for my existence)

Vision: (Where I want to be in the next few (two-five) years)

Project Period: From…………………………To………………………… (10 Weeks)

Quality Checklist

Week:…………………

Standard Category	Sat	Sun	Mon	Teu	Wed	Thur	Fri	Total Defects
1. eg. Sleep by midnight	√	√	×	×	√	×	√	3
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
Total								

Defects

Day/Week/Month

Explanation:

Corrective action:

11.4   Group Practical Project

A group practical assignment will form part of the course work.

This will be in the form of a critique and appreciation of Total Quality based on a study of an organization of the group's choice. The organization to be studied will however first be agreed on

with the lecturer before the commencement of the study. The study should recognize the twelve principles of TQM as presented in the term.

Length: Not more than 10 typed single spaced pages.
Presentation:
Part I (75%)
- *Article and organization analysis presented in the following format: Introduction; Content by Sub-topics; Conclusion; Recommendations, References.*

Part II (25%)
- *Appendix of Minutes of All meetings the team had. Plus a table presenting breakdown of measurable activities/tasks for each member of the group, specific time frames and achievement.*
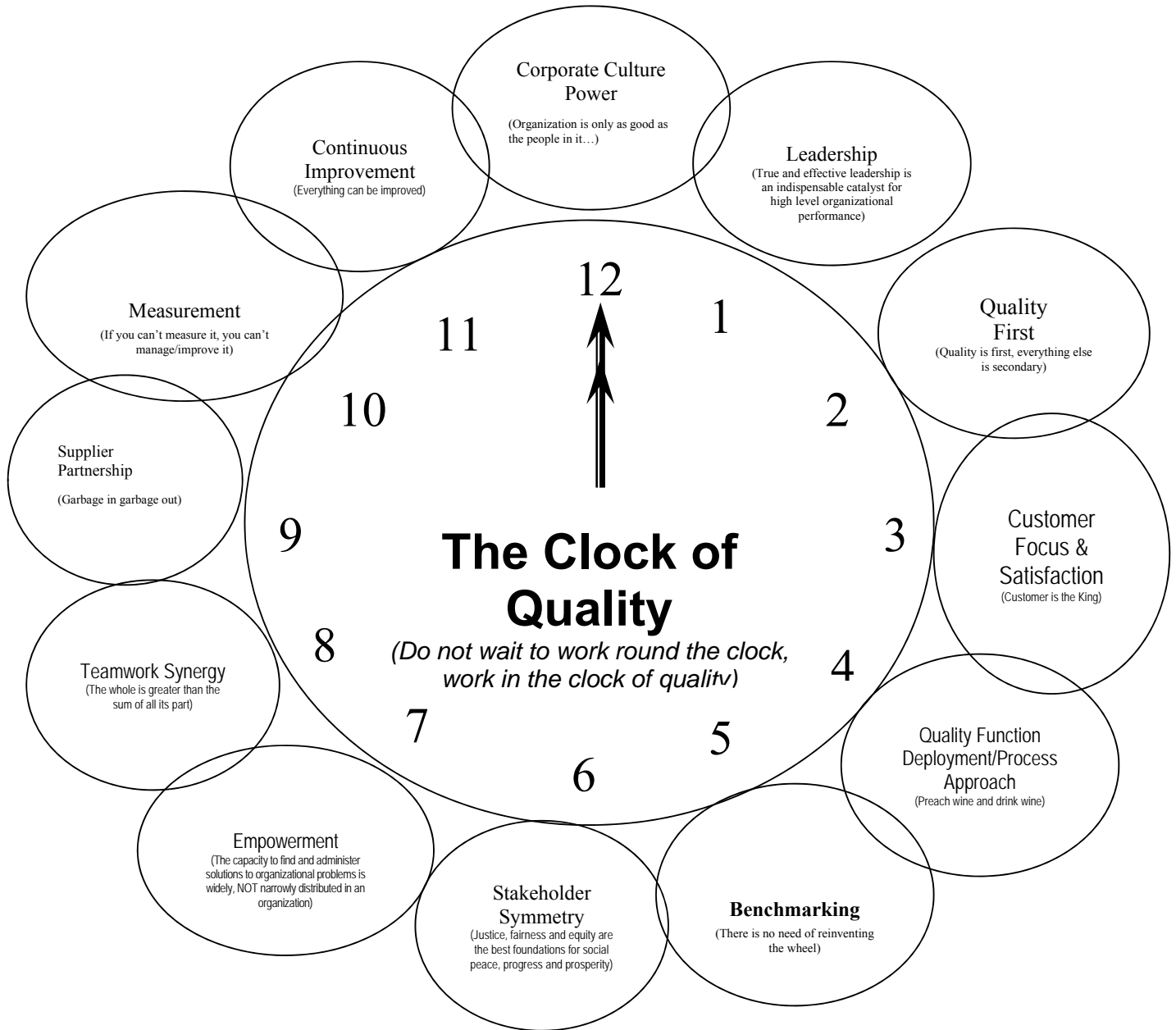
11.5   Exams and Submission of Assignments

1. Make-up exams/assignments will **not** be set for this unit.
2. The assignments, executive summary of personal project (term paper) and the group assignment in word, NOT PDF, are to be submitted directly to the safe assign **before the respective due dates**. Group work by the team leaders only. Plagiarism not more than 25%.

11.6 The Total Quality Paradigm
Principles and Elements of TQ:- The Clock of Quality
Time is ticking away. It is time to get into the Clock of Quality

The Clock of Quality

Corporate Culture Power
(Organization is only as good as the people in it…)

Continuous Improvement
(Everything can be improved)

Leadership
(True and effective leadership is an indispensable catalyst for high level organizational performance)

Measurement
(If you can't measure it, you can't manage/improve it)

Quality First
(Quality is first, everything else is secondary)

Supplier Partnership
(Garbage in garbage out)

Customer Focus & Satisfaction
(Customer is the King)

Teamwork Synergy
(The whole is greater than the sum of all its part)

The Clock of Quality
(Do not wait to work round the clock, work in the clock of quality)

Quality Function Deployment/Process Approach
(Preach wine and drink wine)

Empowerment
(The capacity to find and administer solutions to organizational problems is widely, NOT narrowly distributed in an organization)

Stakeholder Symmetry
(Justice, fairness and equity are the best foundations for social peace, progress and prosperity)

Benchmarking
(There is no need of reinventing the wheel)

12 1 2 3 4 5 6 7 8 9 10 11

TQ-A set of principles, approaches, methods and techniques of management that ensures **CONTINUOUS IMPROVEMENT** in the quality of all aspects of an organization's process, products and services in order to **SATISFY CUSTOMERS.**

© Maina Muchara 2011

Quality is the totality of features and characteristics of a product, process or service that bear on its ability to satisfy stated or implied needs